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ABSTRACT

This practicum set up a classroom-based model for peer mediation in grades 3 and 4. During the project's implementation, the school psychologist delivered, individually to each of 6 different third and fourth-grade classrooms, 8 weeks of classroom instruction on conflict resolution. When all 6 classes were familiar with conflict resolution techniques, the classroom teachers, with the aid of the school psychologist, chose 30 students to take part in more intensive training and to serve as peer mediators, or, as this model referred to them, Peacebusters. All third- and fourth-grade students agreed to comply with the peer mediation rules and to have their conflicts resolved by Peacebusters during unstructured school time. Analysis of the evaluation data showed that all students who were part of the intervention became familiar with conflict resolution methods and the classrooms became more peaceful environments in which the children could learn, cooperate, and get along with one another. As a result of intervention, a peer mediation manual was developed for future use in grades 1 through 4. (Nine appendices include the student peace journal, peer mediation report and follow up questionnaire, and the Peacebusters manual. Contains 18 references.) (AA)

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ED 387 240

Using a Classroom Approach to Teach Peer Mediation to Grades 3 and 4 by Developing a Peacebuster Manual

by

Claudia Jean Aitken

Cluster #53

A Practicum II Report Presented to the Ed.D. Program in Child and Youth Studies in Partial Fulfillment of the Requirements for the Degree of Doctor of Education.

Nova Southeastern University

1995

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This practicum report was submitted by Claudia Jean Aitken under the direction of the advisor listed below. It was submitted to the Ed.D. Program in Child and Youth Studies and approved in partial fulfillment of the requirements for the degree of Doctor of Education at Nova Southeastern University.

Approved:

6-20-95

Date of Final Approval of Report

Georgianna Lowen

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The writer expresses her deep appreciation to her son Seth-Thomas Aitken for his invaluable contribution as graphic designer to completing the Three P's Manual. Without his artistic talent and his inexhaustible patience with his aging mother, the booklet could not have been produced.

TABLE OF CONTENTS

Page

ACKNOWLEDGEMENT iii

TABLE OF CONTENTS iv

LIST OF TABLES v

LIST OF FIGURES v

Chapter

I INTRODUCTION 1

Description of Community 1
Writer's Work Setting and Role 1

II STUDY OF PROBLEM 3

Problem Description 3
Problem Documentation 3
Causative Analysis 6
Relationship of the Problem to the Literature 7

III ANTICIPATED OUTCOMES AND EVALUATION INSTRUMENTS 10

Goals and Expectations 10
Expected Outcomes 10
Measurement of Outcomes 11

IV SOLUTION STRATEGY 15

Discussion and Evaluation of Solutions 15
Description of Selected Solution 16
Report on Action Taken 21

Chapter Page

V RESULTS, DISCUSSION, AND RECOMMENDATIONS . . 29

Results 29
Discussion 35
Recommendations 37
Dissemination 38

REFERENCES 40

Appendices

A THIRD AND FOURTH GRADE QUESTIONNAIRE . . 42
B STUDENT QUIZ ON SIX BASICS 44
C STUDENT PEACE JOURNAL 46
D PEER MEDIATION REPORT 48
E PEER MEDIATION FOLLOW UP QUESTIONNAIRE 50
F EIGHT CHARACTERISTICS OF A GOOD PEER MEDIATOR 53
G CITATION 55
H THREE P'S MANUAL (PEACEBUSTERS MANUAL) . . 57

LIST OF TABLES

1. Third and Fourth Grade Questionnaire 5

LIST OF FIGURES

1. Results of Peace Quiz, by Class 31
2. Total Number of Peer Mediations Done By Month 33
3. Group A and Group B Recorded Peer Mediations 33
4. Number of Successful and Unsuccessful Mediations . . 34

ABSTRACT

Using a Classroom Approach to Teach Peer Mediation to Grades 3 and 4 by Developing a Peacebuster Manual. Aitken, Claudia J., 1995: Practicum Report, Nova Southeastern University, Ed.D. Program in Child and Youth Studies.

This practicum set up a classroom-based model for peer mediation in grades 3 and 4. The school psychologist delivered individually to six different third- and fourth-grade classrooms eight weeks of classroom instruction on conflict resolution. Once all six classes were familiar with conflict resolution techniques, the classroom teachers with the aid of the school psychologist chose 30 students to take part in more intensive training and to serve as Peer Mediators, or, as this model referred to them, Peacebusters. The 30 students received four additional weeks of conflict resolution training, and then they were divided into two separate groups. The first group served as Peacebusters during December of 1994 and January of 1995. The second group served as Peacebusters during February 1995 and March 1995. all students agreed to comply with the peer mediation rules and to have their conflicts resolved by Peacebusters during unstructured school time. All third- and fourth-grade students agreed to comply with the peer mediation rules and to have their conflicts resolved by Peacebusters during unstructured school time.

As a result of intervention, the writer developed for use in future years a peer mediation manual for grades 1 through 4 that she not only printed for distribution, but also made available on CD-ROM. Additionally, the writer administered pre- and post-surveys and analyzed pre- and post-training data.

Analysis of the data showed that all third- and fourth-grade students who were part of the intervention became familiar with conflict resolution methods and that the students who had been taken part in the peer mediation were able to creatively solve their conflicts through the mediation process. The reactions were positive from faculty, administration, and students. The third- and fourth-grade classrooms became more peaceful environments in which the children could learn, cooperate, and get along with one another.

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CHAPTER I

INTRODUCTION

Description of Community

The writer's community is a city of nearly 170,000, making it New England's second largest municipality. There are many ethnic groups represented in the population mix, the largest being Caucasian (approximately 147,000) and the second largest being Hispanic (approximately 16,000). The city, once known for its wire and steel manufacturing, is now a center for social service and high tech industries. There are four large hospitals, complemented by one medical school.

Writer's Setting and Role

The writer's work setting is a large, inner city public school system with 4 high schools, 5 middle schools, and 32 elementary schools. There are also alternative schools and behavior disorder programs housed in separate buildings. The population of the school system is approximately 21,400 students, and minority students make up 49% of the system's census.

The writer is a school psychologist assigned to three schools, one of

them being a large elementary school with 720 students.

As a member of the special education team for each of the three schools, the writer is asked to conduct psychological evaluations on all students who have been referred through the special education office. As part of her duties, the writer is expected to meet with specialists, teachers, and administrators to help them develop appropriate programs for students with individual, learning, emotional, or behavioral issues. Often the writer is involved with counseling students in grades 3 through 6 as well as mediating conflicts between students in these intermediate grade levels.

As part of the writer's training as a member of the child study team for her district, she had completed six sessions of in-service training in conflict resolution. Part of the requirements for attendance in the in-service conflict resolution training was that the writer return to her three assigned schools and train teachers in the conflict resolution process.

CHAPTER II

STUDY OF THE PROBLEM

Problem Description

In the large elementary school where the writer served as the school psychologist, there was a need to teach peer mediation to third and fourth graders who are exhibiting increased aggressive and defiant behaviors towards one another. Prior to the initiation of the practicum, all peer conflicts were handled by the assistant and/or guidance counselors. Most punishments for poor school behaviors were treated with punitive actions and missed recess. The school system had no instruction manual for reference or to help train elementary students in peer conflict resolution.

Problem Documentation

There was extensive evidence suggesting the existence of the problem. Specifically, teachers reported only a small percentage of successfully resolved peer conflicts when students were sent to the assistant principal's office; within days, according to the teachers, the same students were demonstrating the same inappropriate behaviors. Additionally, students in grades three and four, who were sent to the office

because of misconduct, complained that punishments were often unfair and unequal. Teachers of third and fourth grade unanimously agreed that more students were involved in aggressive peer disputes than ever before.

The writer listed on a rating sheet questionnaire, eight commonly reported violations of conduct and behaviors. This questionnaire was given to all third and fourth grade students, their teachers, the assistant principal, the principal, the resource room teachers, and the guidance counselor. Each participant was asked to fill out the questionnaire and to rate the frequency of the eight behaviors as each of the participants personally observed them occurring in the school.

The eight teachers responded as follows:

TABLE 1 Third- and Fourth-Grade Questionnaire
1 = least frequently observed 4 = most frequently observed

Problem		Grades 1	2	3	4
1.	During all transition times between classes, students tease one another.	0	1	3	4
2.	Students shove, push or act aggressively when leaving school busses to enter school.	0	3	3	2
3.	Students use name calling at lunch and recess and poor sportsmanship at play.	0	1	4	3
4.	Students exclude others from games and lines when teacher is not present.	0	2	5	1
5.	Students fight over sports equipment or play areas at recess.	0	4	3	1
6.	Student curse and/or refer to family member when challenging another student's strength.	0	1	6	1
7.	Students use inappropriate touching to irritate another student or to get his/her attention.	0	1	5	2
8.	Students display inappropriate manners while eating or sharing or disposing of food during lunch time.	0	0	4	4

Students in grades three and four rated problems 3, 5, 6, and 8 as occurring most frequently. The assistant principal rated problems 1, 3, 6, and 8 as occurring most frequently (see Appendix A).

Newly elected school administrators agreed with the teachers observations of the increase in aggressive behaviors throughout all the city's elementary schools. As a direct result, the superintendent required

that all school counselors and psychologists be trained in how to conduct and implement conflict resolution techniques in the schools. Unfortunately, due to budgetary reductions and constraints, the school system had no formalized elementary peer mediation manual for students, and teachers had no resources from which to draw.

Causative Analysis

Several causes of the problem were apparent in the discipline procedures followed by the elementary school teachers and administrators.

A first cause of the rise in aggressive behaviors in elementary age students was the lack of funds allotted by the school budget for purchasing conflict resolution and peer mediation materials. A second cause of the problem was the children in grades three and four are poorly equipped to deal with conflicts in a peaceful manner because of family, social, cultural, and media influences on them. Crowded and over-crowded classrooms added to the problem of rising aggression among elementary students, and the over-crowding made it difficult for the classroom teachers to adequately teach social skills. Moreover, in the writer's inner-city school system, minority, non-English-speaking students, found it more difficult to adjust socially in the classrooms due to the students' cultural and individual

differences. Often these minority student were targets of the majority students' prejudice.

Lastly, a major cause of the increase in the elementary schools students' non-peaceful behaviors was that there was not in place a list of school-wide consistent rules, consequences, or responsibilities. Expectations varied from grade to grade and from teacher to teacher. Students in grades 3 and 4 agreed that there appeared to be no "set guidelines" for their behavior. Because of these inconsistencies, the school lacked unified school spirit or pride.

Relationship of the Problem to the Literature

The literature search suggested that a significant number of educational and clinical professionals had recently written about conflict resolution and how peer mediation had been very successful in decreasing the frequency and number of student conflicts and aggressive behaviors.

Schmidt, Friedman, and Marvel (1992) stated that conflict is part of everybody's life and that students are capable of becoming responsible for solving their own conflicts if they are taught how to problem solve. Kreidler (1990) presented many arguments that peace can be taught to elementary students and that students need to learn that peace is (a) to be valued, (b)

worth learning about, and (c) worth working for. Additionally, Davis and Godfrey (1990) stated that "Children given the necessary instruction and direction are capable of solving their own problems and conflicts." (p.1) Another researcher, Sorenson (1992), presented the idea that many student conflicts with their peers result from the children's false assumptions or lack of information about others. Sorenson also felt that teaching peer mediation helps children become aware of others' feelings, worries, and desires.

Empowerment is a second area researchers felt had contributed to student conflicts in the schools. According to Klep, Halper, and Perry (1986), students do not feel they are listened to by adults, either at home or at school; they feel a sense of helplessness and have a general disregard for rules made by adults. Klep et al. found that peer leaders have the most positive influence among children in helping to solve conflicts. Canning (1983) found peer tutors are very useful in dealing with student-related issues, such as counseling, academic tutoring, and big brother/sister assistance. Hatch (1987) stated that peer mediation is a very positive and effective method of teaching social competency skills in the classroom. Lastly, Myrick and Bowman (1983) suggested peer mediation has a more positive affect on student behavior than does the classroom teacher.

Research also supported the notion that peer mediation decreases the number of school-based conflicts among elementary students. Lane and McWhirter (1992) reported on a study of one school population where there was a 47% decrease in self-reported aggressive behaviors after implementation of peer mediation. Lane and McWhirter reported that at-risk students who took part in peer mediation process developed better social skills and were better able to deal with conflict. Araki, Takeshita, and Kadomoto (1989) found that peer mediation provided benefits for schools by reducing the number of disciplinary events, and they reported that New York's public schools reported a 50% decline in disciplinary events once peer mediation was implemented.

The literature also indicated that there were some common causes of students resorting to non-peaceful means of solving conflicts. Sorenson (1992) stated that conflict is the result of the clash of opposing factors, and when these arise, people feel compelled to do something to provide satisfaction. According to Thomas (1992), Sigmond Freud felt that conflict was inevitable among children. Freud stated that the "Ego serves as a decision maker that tries to negotiate a satisfactory solution to the conflicting demands that come from the id" (p.133). Sorenson (1992) stated that external conflicts arise among students when they are affected

by differences in past experiences, genetics, disclosures, and language usage that can be confusing and that is often culturally based.

CHAPTER III

ANTICIPATED OUTCOMES AND EVALUATION INSTRUMENTS

Goals and Expectations

The general goal was that participating children would understand and examine the issues surrounding conflict and, as a result, would conduct themselves with better behavior.

Expected Outcomes

The specific expected outcomes of the peer mediation manual and training program were as follows:

1. That all students in grades three and four would come to know six basic concepts of conflict resolution.
2. All students in grades three and four would be able to write their own definition of peace.
3. All students in grades three and four would have a copy of the peer mediation process and the six rules, and through democratic classroom group discussions and with input from both grade levels, would help develop a single comprehensive grades three and four

peer mediation manual.

4. All students in grades three and four, when conflict arose, would be able to identify the problem and, with peer mediator's assistance, would be able to attack the problem rather than the person and be able to come up with creative, peaceful solutions.
5. The number of aggressive behaviors occurring in the third and fourth grades would diminish, and fewer disciplinary actions would have to be taken by teachers and/or the assistant principal.

Measurement of Outcomes

The expected outcomes of this Peer Mediation Manual and implementation program were to be measured using the following:

1. Outcome one was to be measured by the students taking a quiz given by the classroom teacher on the six rules of conflict resolution (see Appendix B). Success was to be demonstrated by the students achieving a score of 70% or higher on this quiz.
2. Outcome two was to be measured by having each of the students in grades three and four write in their individual peach journals their definition of "Peace" after receiving classroom instruction and taking part in group discussions. These journals were to be collected and

evaluated by the writer (head of Conflict Resolution Training) for content based on guidelines set forth on class hand-out (see Appendix C).

3. Outcome three was to be measured by each of the third and fourth grade classes, within the open forum of their classroom discussions, helping to create and write one single peer mediation manual that both class levels would vote on and agree to follow. Success was to be further measured by totalling the number of students seeking peer mediation. The writer expected that out of the total population of third- and fourth-grade students involved in the peer mediation instruction (168), 33% would seek peer mediation help within the eight-month implementation time of this program.

4. The fourth outcome was to be measured by having the peer mediators, chosen to mediate conflicts, fill out mediation forms on mediations conducted. Three or more solutions to each conflict were to be written down on the mediator's form (see Appendix D). Forms were handed in and checked daily to determine that correct procedures were being followed. All incorrect forms were to be handled by the team coordinator. All peer mediations were to be recorded and graphed from December 1994 through April 1995.

5. The fifth outcome was to be measured by comparing the number of office disciplinary actions (recorded by the assistant principal) before and after the inception of the peer mediation program. Success was to be reached when there was a 10% or greater decrease in the total number of recorded office disciplinary interventions for grades three and four.

CHAPTER IV

SOLUTION STRATEGY

Discussion and Evaluation of Possible Solutions

Several solutions to the problem of peer conflict in the schools were found in current literature, and the solutions were offered by well-known educators, child psychologists, and researchers. Successful peer mediation programs had been approached from many angles according to the literature, and programs designs ranged from simple to complex.

Gordon (1988) discussed a full in-house classroom mediation program with mediation taking place while the classroom is in progress. A second solution to setting up a peer mediation program was cited by Schmidt, Friedman, and Marvel (1992), who suggested selecting a group of 12 to 18 students and training them in conflict resolution techniques apart from their classrooms. After the training, the students would conduct peer mediation sessions at an on-campus site during lunch, study periods, recess, and other free times. Davis and Godfrey (1990) suggested a third design for training parents, students, and faculty in peer mediation, using the project SMART from the Victim's Service Agency on Long Island, New

York as a model. Other researches suggested implementing specific components in each peer mediation program. Kreidler (1990) suggested that children need to develop their own definition of peace. Sorenson (1992) felt educators should help children develop skills to help them better solve problems. Schmidt, Friedman, and Marvel (1992) suggested children be trained to identify their own true feelings and recognize the feelings of others. Kreidler (1990) suggested children develop methods of solving conflicts in a win-win fashion.

Description of Selected Solution

Visuals and dramatizations are considered very effective teaching tools at the elementary level, so the writer in her presentations to the children in grades three and four used video tapes of elementary school children modeling peer mediation. After showing the video tapes, the writer taught five lessons on conflict resolution and peaceful problem solving. During the same time period, the writer trained third- and fourth-grade teachers in conflict resolution so that they, in turn, could present classroom lessons on the topic. The writer also trained parent volunteers and used these trained parent volunteers to help oversee the student peer mediator teams; this facilitated better community involvement and a rapid

acceptance of the Peer Mediation Program.

The writer used third and fourth grade students who had been trained by the writer in peer mediation to train other third and fourth graders, and finally, the writer also had high school students, who had been trained in peer mediation techniques, come into the elementary school and role play actual mediations. Research had suggested that younger students look up to older students who appear more knowledgeable and more "with-it" (Myrick, Friedman, and Marvel, 1992, p. 43). The high school students put on a one-hour presentation that included a role play, problem-solving techniques, and a question and answer segment.

The writer followed a twelve-step procedure to implement a Peer Mediation Program and to produce one single Peer Mediation Manual for students in each of the grade three and four classrooms to follow:

1. The writer explained to the third- and fourth-grade teachers and to the assistant principal how conflict resolution techniques could be taught to students so that the students could solve conflict problems peacefully.
2. The writer developed a questionnaire addressing the eight most commonly reported student issues affecting third- and fourth-grade students (see Appendix A). The writer asked all

the students in grades 3 and 4, their teachers, the assistant principal, and the special education teachers to fill out the questionnaire according to the frequency of conflicts occurring.

3. Then the writer, drawing from workshops, seminars, and research, presented a series of eight classroom lessons which covered (a) conflict in ourselves, (b) what is peace (c) appreciating ourselves and others (d) understanding the feelings of others, (e) talking clearly and listening to other people, (f) resolving conflicts by peer mediation (g) the six steps of fair fighting, and (h) solving conflicts with creative, win-win solutions.

4. The writer gathered several examples of peer mediation manuals and program models that had been successfully tried. The writer shared these with teachers and students in grades 3 and 4, and the writer asked for input. The writer referred teachers to Lowen (1993).

5. The writer gave all students in grades 3 and 4 a list of eight characteristics that would be found in a good student mediator (see Appendix F). The writer had all students evaluate themselves according to the eight characteristics. The writer

also gave each teacher a checklist to fill out on students the teachers were considering for the student peer mediator team.

6. The writer had the students view two videos on conflict mediation and peer mediation and peer mediators. For classroom reference, the writer had the students make a list of important points that they gleaned from these films.

7. The writer conducted several role-playing situations involving teachers as actors. Then later, after the elementary students had watched trained high-school mediators role playing conflict situations, the writer had the students in grades 3 and 4 fill out conflict charts, on which they wrote down the names of those involved in the role-played conflicts, where the conflicts took place, what was said or acted out, and how each conflict was handled.

8. The writer, the teachers, and administrators chose a group of 30 students from grades 3 and 4 to be trained as peer mediators. These students were divided into two groups, and with assistance from the third- and fourth-grade students and the writer, put together a student manual to explain the peer mediation goals, processes, rules, and predicted outcomes.

This manual was printed and given to all six third and fourth grades as a permanent reference.

9. The writer sent to the homes of all third and fourth graders a letter explaining peer mediation. The letter asked for parent volunteers to aid the student peer mediators when the mediators met before and after school.

10. The writer continued to make adjustments to the peer mediation model as the program progressed. The writer got feedback from students, staff, administrators, and parent aids. The writer met weekly with peer mediators and parent volunteers, and the writer recorded minutes of each meeting.

11. The writer counted the number of weekly mediation sessions that were held by the students, and the writer recorded the agreed upon solutions. Later, all recorded mediation were graphed so that a more concrete depiction of the peer mediation impact on the third- and fourth-grade students' overall behavior could be measured (see Figure 2, page 33, and Figure 3, page 33).

12. The writer presented her peer mediation model program to the monthly Parent Teacher Organization meetings. Additionally,

the writer scheduled an awards ceremony during the first week in May to coincide with the Violence Prevention Week sponsored by the State Department of Education. During this evening ceremony, the officers of the PTO, the parents of peer mediators, school officials, and teachers honored the students in grade 3 and 4 for their peace-keeping efforts. Each student was presented with a medal and a certificate of merit. The area's elected member of the State House of Representatives (a former city school committeewoman) helped present the awards. During the ceremonies, overhead transparencies displaying the number of successfully solved peer mediations, were shown (see Figure 4, page 34).

Report on Action Taken

The protected time for setting-up, implementing, and evaluating the Peer Mediation Program and Manual was 34 weeks. Specific goals were set for each of the 34 weeks.

During the last five weeks of the 1993-1994 school year, the writer began teaching to each of the third and fourth grade classes a series of five classroom lessons on conflict resolution and peer mediation. This allowed

the writer to begin the 1994-1995 school year with 170 fourth and fifth graders who had a general knowledge of what peer mediation and conflict resolution were. The fifth-grade students were not a part of the eight-month program but were valuable program supporters for the incoming third and fourth graders who needed assistance in their application of the peer mediation process. The three fourth-grade classes remained in the program with the advantage of having had five weeks of pre-summer sessions.

The third week of September 1994 was the first week of formal instruction for peer mediation. During this first week, the writer gave all six classrooms of third and fourth graders a 35-minute lesson on how to define peace. The writer lectured the classes and assigned one student from each class to be the recording secretary and keep track of the number of peace-related terms the class generated. Each student was given a small notebook in which to keep notes on peace-related ideas, news, poems, etc.

The writer explored with each of the six classes what conflict is and what the good and bad points of conflict are. Each of the six classes decided on its own list of the most common conflicts seen at its grade level. Then the writer had each student fill out the questionnaire the writer developed for the students (see Appendix A). Students ranked the

frequency of the eight most commonly reported negative behaviors as observed by his/her teacher. A tally of the responses from each grade was kept so that students could refer back to the responses at the end of the eight-month program.

The writer taught the six rules for fair fighting according to Schmidt, et al, (1992):

1. Tell what the problem is.
2. Look at the problem and not the person.
3. Listen without taking sides.
4. Treat the other person's feelings with respect.
5. Admit you helped cause the problem.
6. Agree on the solution.

Each child wrote down the six rules and attached them to his/her peace journal. In week five, the writer told the story of Peter Rabbit and Farmer McGregor to each class and had each student fill out a conflict chart answering four questions regarding the story. The goal was to teach students how to analyze conflict and how to recognize the "Who, What, Where, and How" of observing conflicts. During the next week, the writer had the classroom teachers begin role playing. The teachers acted out Peter Rabbit's and Farmer McGregor's conflict mediation with the writer

acting as mediator.

The writer then had students fill out a checklist on the characteristics that students thought good student mediators should have (see Appendix F). These sheets were signed by the students and kept by the classroom teachers so that the teachers and the writer could later use them when selecting the peer mediators. Students also acted out two more fairy tales adapted by the writer to problem solving by peer mediation. After seeing the fairy tales acted out, the students worked in pairs and filled out recording forms. On the forms, the student pairs wrote down their conflict resolutions, and these resolutions were later shared with and critiqued by the class and the writer.

Using the characteristics checklists filled out by students, the teachers, the assistant principal, and the writer chose 30 peer mediators from grades 3 and 4. This group of mediators was subsequently divided into group A and group B. All the mediators were trained at the same time. The students in group A served as group mediators for two-and-a-half months, and then were replaced group B who then served for a similar period. Several of the peer mediators were chosen from "ringleaders" in the class in order to harness their natural leadership abilities in a positive manner. The peer mediators were trained using the Davis and Godfrey

(1990) manual, and mediators attended two 30-minute training sessions each week for three weeks.

The first group of 16 peer mediators (or Peacebusters as they came to be known) went into the third- and fourth-grade classes to explain the rules and procedures for Peacebusters. The writer provided teachers, students, and peer mediators, with a monthly calendar that contained the times, dates, and scheduled team assignments. The calendars were posted in each classroom and handed to each Peacebuster to keep at his/her home. Duty times were restricted to times before school, during morning recess, during lunch times, and during lunch recess.

The Peacebusters kept daily written mediation reports, which they handed in to the central school office after each duty. These forms were reviewed daily by the writer and discussed with the Peacebuster students at weekly meetings. The writer discussed with the Peacebusters the need for confidentiality in the peace mediation process, and the Peacebusters adhered to the policy.

The writer sent to parents an information sheet that explained the peer mediation process. The sheet included a request for parent volunteers to help the team of Peacebusters put together a student manual that would explain peer mediation, its value, and how it could aid in conflict

resolution. Then, with the help of parents, students, teachers, and the writer's son (a college industrial design major), the writer put together a student peer mediation manual. The Peacebusters conducted daily mediations, and the Peacebusters and the writer held weekly sessions so that the Peacebusters could review their effectiveness and to go over any turned-in peer mediation conflict resolution forms.

The writer returned to each third- and fourth- grade classroom to review the six rules for fair fighting, and asked for additions or feedback on the peer mediation process. Then the writer invited the high school mediators to act out several conflict scenarios and had the high school students lead the grade school students in finding creative solutions to these conflicts.

Next, the writer met in the school auditorium with all the third- and fourth-grade students and showed them a two-part video on violence in schools. There was a group discussion following the videos. In the weeks following, the writer went into the classrooms and taught a lesson on "Feelings." Students completed a written assignment on the topic of "How I Feel When . . ."

At the midpoint of the implementation, the first set of 16 Peacebusters were replaced by a second group of 14 Peacebusters. At

the request of the city's violence prevention coordinator, the writer offered a workshop on peer mediation to principals, guidance counselors, and curriculum coordinators from various schools throughout the city. The writer then met with the classroom teachers in grades 3 and 4 and had them fill out an evaluation survey on the success of the peer mediation process (see Appendix E).

Attempting to compare the frequency of conflicts before and after implementation of the peer mediation process, the writer collected the assistant principal's tally sheets of disciplinary actions in grades three and four during the 1994-95 school year. However, the data for the 1993-94 school year were incomplete, so the writer could not draw any definite conclusions. After the writer totalled the number of peer mediations that had taken place during the 1994-95 school year, she was able to graph the mediation results, and these showed that there had been more peer mediations for third- and fourth-grade students in the beginning months of the program than in the final months (see Figure 2, page 33, and Figure 3, page 33).

Near the end of the implementation period, the writer and the teachers of grades 3 and 4 hosted an awards party for the peer mediators. All grade 3 and 4 pupils attended, and certificates of merit were awarded.

The 30 Peacebusters received medals of merit for the additional time and service they put into school. PTO officers agreed to support the Peacebuster's efforts by providing funding for the awards, and the area's state representative, in keeping with the state Department of Education's observance of Violence Prevention Week, presented the school with a plaque honoring the Peacebusters' peace-keeping efforts (see Appendix G). The local newspaper covered the awards ceremony. The writer finalized plans for the continuation of the Peacebuster Program for the next school year. Additionally, the writer submitted her Peacebuster manual to several publishing companies in hopes of eventually publishing the manual for use in primary school grades. The writer's son put the manual on CD-ROM so that any schools that have a computer with a CD-ROM player can easily access the information.

During the final weeks of the implementation, all the students in grades 3 and 4 filled out an evaluation of the peer mediation program. The writer shared the results with the teachers and administrators, and she finalized plans for a continuation of the program (see Appendix E).

CHAPTER V

RESULTS, DISCUSSION, AND RECOMMENDATIONS

Results

The writer is the school psychologist in a large, inner city public school system with 4 high schools, 5 middle schools, and 32 elementary schools. In her capacity of school psychologist, the writer is assigned to three schools, one of them being a large elementary school with 720 students.

The problem in the writer's work setting was that there was an ever increasing number of aggressive and defiant behaviors being exhibited by the third and fourth graders; however, there was no peer mediation being taught nor was there any instruction manual to help teachers train the third and fourth graders in peer conflict resolution techniques.

The solution proposed by the writer was that she provide eight-week training sessions in peer mediation to each of the third- and fourth-grade classes in her school. In these training sessions, the writer would instruct the students as to what conflict resolution and peer mediation entailed. Further, the writer proposed to develop a peer mediation manual that

teachers in grades 1 through 4 could use to teach conflict resolution techniques to future classes.

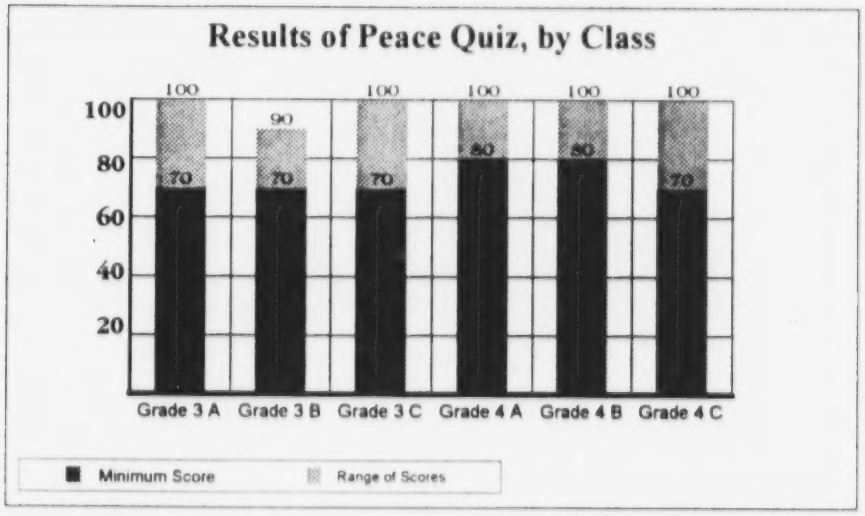
There were five measurable outcomes on which the writer focused:

1. The number of third- and fourth-grade students who could pass a quiz on the six rules of conflict resolution (see Appendix B).
2. The number of third- and fourth-grade students who could demonstrate the basic characteristics of peace discussed in class by (a) writing their own definition of peace in their journals, and (b) updating and adding to that definition by the end of the eight-week instruction period.
3. The completion of a student manual by the writer with input from the Peacebuster students and parent coordinators, and with the approval of the city's violence prevention director.
4. The number of students in grades 3 and 4 who (a) would be able, with peer mediator assistance, to identify the problem when conflict arises, (b) would be able to attack the problem and not the person involved, and (c) could come up with creative, peaceful solutions to their problems.
5. From December 1994 to April 1995 in grades 3 and 4, a diminished number of incidents involving aggressive behavior

and a decreasing number of peer mediations.

The first outcome was measured by reviewing the scores of all third- and fourth-grade students who took the quiz. One hundred percent of the students taking the quiz received 70% or higher (see Figure 1).

Figure 1



The second outcome was measured by the writer and teachers collecting all student journals. The journals were then evaluated by the writer and the teachers, and the students were rated on a scale of one through four on each of the four definitions of peace discussed in class and described by Kreidler (see appendix C). Sixty-five percent of the students scored threes and fours on their peace definitions; twenty -two students

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scored ones on their definitions, and all of these students were special education students who had written language difficulties but who were nevertheless assigned to regular classrooms.

The third outcome was measured by the writer sending a completed copy of the Peacebusters' Manual to the city's violence prevention director for correction, additions, and/or suggestions. Additionally, the manual was sent to the consultant of a well know children's television show for perusal and written feedback (see Appendix G). Both the violence prevention director and the consultant reacted extremely favorably to the manual.

The fourth outcome was assessed by tabulating the number of peer mediations completed by the Peacebuster teams between December 1994 and April 1995. (see Figure 2, page 33). The conflicts were broken down by types according to frequency (see Figure 3, page 33)

Figure 2

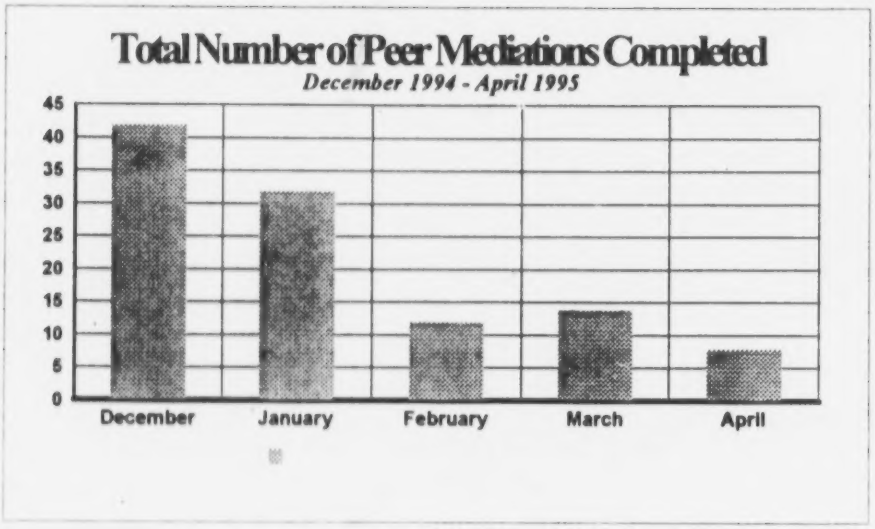
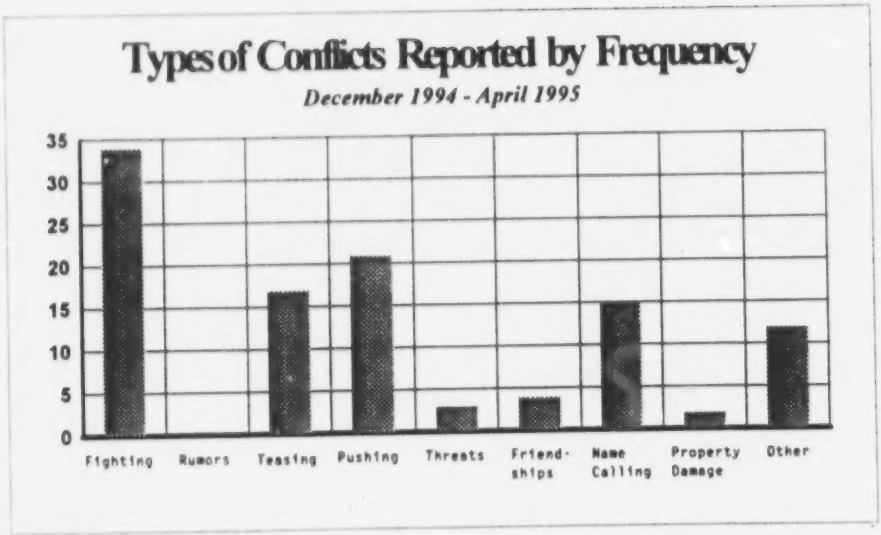
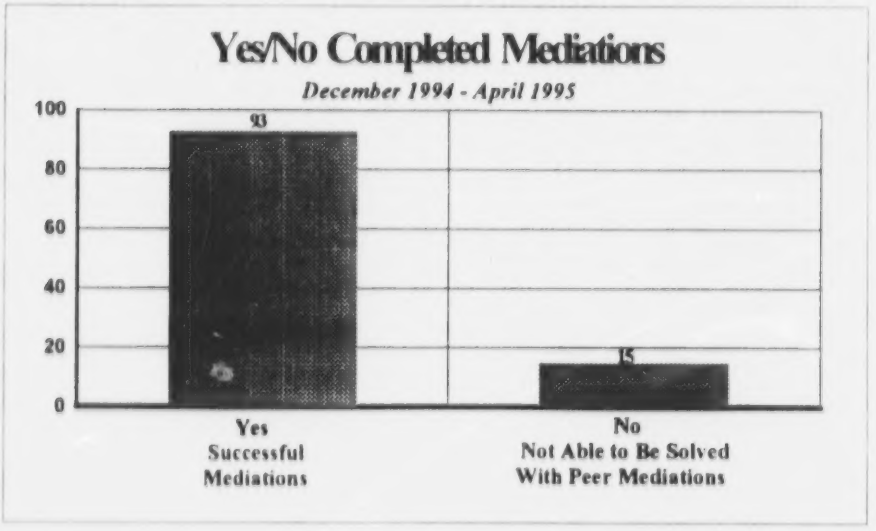


Figure 3



Then the number of peer mediations was compared to the number of students who chose peer mediation over disciplinary measures when given the choice. The data showed that in 108 cases of conflict students in grades 3 and 4 chose peer mediation when given the opportunity by Peacebusters. Of the 108 cases, 93 were successful resolved by reaching creative peaceful solutions to the conflict (see Figure 4).

Figure 4



The fifth outcome could not be measured accurately because the data about disciplinary actions from December 1993 through April 1994 had not been continuously recorded by the assistant principal.

Discussion

The projected outcomes of this practicum were fully realized even beyond the writer's original design. The Peacebusters' Peer Mediation Manual was accepted by all administrators, teachers, students, parents, and experts in the field. The writer encouraged everyone who viewed the manual to make to make suggestions for changes that might improve the final product; however, the only change people suggested was in the name "Peacebuster," a name that came directly from the students. Since the word mediator had proved to be beyond many of the children's understanding, the writer had asked the students what they should call the students who act as peer mediators. A student yelled out "Peacebusters" and the reaction from the students was immediate and overwhelmingly favorable, so Peacebusters they became. In addition to a printed Peacebusters manual, the writer and her son, who was the graphic designer for the manual, have put the publication on CD-ROM for classroom computer use.

Five months into the practicum implementation, the writer was asked to attend an all-day workshop presented by Educators for Social Responsibility, a Boston-based organization. The workshop introduced to the writer the concept of teaching peer mediation through children's

literature. The workshop coordinator used Teaching Conflict Resolution Through Children's Literature (Kreidler, 1994) to demonstrate lessons that follow along with famous children's books that are found in most school libraries and/or classrooms. After attending the workshop, the writer decided to include the books Sneetches and Other Stories (Seuss, 1961) and The Grouchy Ladybug (Carle, 1977) in her plans for introducing peer mediation to third and fourth graders. The writer felt these two titles would be practical additions because they are both easily accessible and most young children have heard the stories before. The writer found that while the original fairy tales she had chosen (Peter Rabbit, Little Red Riding Hood, Jack and the Beanstalk) were well accepted by the children. However, since these fairy tales are no longer as popular as they once were, some inner-city children had never heard the stories before.

One highlight of the Peacebuster program was the inclusion of seven very talented and personable senior high school students who described to the third and fourth graders the high school peer mediation model. As earlier research had suggested, the children were very impressed by the very "with it" young adults. The high school group brought energy to the writer's students and encouraged the writer's students to strive to keep peace and learn how to deal with conflicts peacefully.

The writer was very much encouraged by the large number of parents and personal friends who attended an evening awards ceremony that paid tribute to the 30 Peacebusters who served their school from December 1994 through April 1995. The awards ceremony was planned by the writer and the president of the school's Parent Teacher Organization. This program rewarded the peer mediators with medals and certificates and an honorary violence prevention plaque, which was presented by the local state representative. The ceremony gave each student a sense of pride and accomplishment, and it was a perfect way to close the writer's practicum program and establish a positive track record of success for the next school year.

Finally, as a direct result of the enthusiastic reception of the entire Peacebusters program by the teachers, students, and administrators, the writer was asked to conduct similar training at two other elementary schools in her community.

Recommendations

The results of this practicum unquestionably indicated that peer mediation should continue to be a part of school curriculum and should be expanded to include grades 1 through 6. The six third- and fourth-grade

teachers whose classes took part in the Peacebuster program unanimously agreed that if violent and aggressive acts were to diminish in the school, there was clearly a need for conflict resolution training in the classrooms. The teachers also expressed an interest in receiving from the writer more training on using children's literature to teach conflict resolution. The writer held a workshop on using children's literature to teach conflict resolution and many teachers' interest was piqued.

Finally, the writer sees the need to increase her support base by encouraging more teachers in grades 5 and 6 to request Peacebuster programs in their classes for next school year. The writer's vision is to have the entire school, grades 1 through 6, trained in peer mediation. In order to accomplish this goal the writer must (a) enlist the support of more teachers and counselors, and (b) recruit more teachers and counselors to become classroom trainers. With the success of Peacebusters this year, ideally the news will travel that conflict resolution training means better classrooms with less disruption and fewer acts of violence.

Dissemination

The writer discussed with the city's violence prevention director plans for disseminating the results of this practicum. As a result of this

discussion, the director suggested the writer present her peer mediation manual, classroom model, record keeping program, and graphed results to all the city's elementary school principals at the monthly principals' meeting.

The writer has submitted the peer mediation manual to a local publishing house, and the writer was asked to share her written summation of the program with the deputy superintendent of schools for her city. The writer is putting together a summer graduate course based on her peer mediation classroom model, and this course will be presented at a local teachers' college.

Finally, the writer will be presenting her Peacebuster model program to a group of city elementary teachers in the fall of 1995 and hopes to encourage more teachers to get involved and become trainers on the Peacebuster model.

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APPENDIX A

THIRD AND FOURTH GRADE QUESTIONNAIRE

Directions: Teachers, please respond to the following list of descriptions concerning your fourth grade class by placing a 1, 2, 3, or 4 in the box that best describes the degree of frequency of behaviors and conflicts you see occurring among your students.

1 = never 2 = not often 3 = frequently 4 = daily

		1	2	3	4
1.	During all transition times between classes, students tease one another.				
2.	Students shove, push, or act aggressively when leaving busses to enter school				
3.	Students use name calling at lunch and recess and poor sportsmanship at play.				
4.	Students exclude others from games and lines when teacher is not present.				
5.	Students fight over sports equipment or play areas at recess.				
6.	Students curse and/or refer to family member when challenging another student's strength.				
7.	Students use inappropriate touching to irritate another student or to get his/her attention.				
8.	Students display inappropriate manners while eating, or sharing, or disposing of food during lunch time.				

APPENDIX B

STUDENT QUIZ ON SIX RULES

RULES FOR CONFLICT RESOLUTION

GRADES 3 AND 4 QUIZ

DIRECTIONS: Fill in the blank(s) to make each sentence complete.

1. Identify the _____.
2. Focus on the _____.
3. Attack the _____

   not the_____.
4. Listen with an _____ mind.
5. Treat each person's _____ with .
6. Take _____ for your own .

Clue: If you've filled in each blank with the correct work, you have listed the six rules for fair fighting.

APPENDIX C

STUDENT PEACE JOURNAL

What Does Peace Mean To Me?

In your Peace Journal, write two to three paragraphs on what you think the word peace means, what people or events typify peacemakers, and give current examples from the news and classroom discussions of what it take to achieve peace.

Your writing must include any one or more of the following objectives that tell the teacher and psychologist that you now understand more fully the concept of peace.

1. Peace is the state when all people survive and grow without being hindered by conflict, prejudice, injustice, or hatred.

2. Peace is more likely to exist when the group cares, cooperates, communicates, shares honestly, appreciates differences, and is able to express emotions without violence.

3. Communities, countries, nations, and the entire world get along peacefully when people have respect for one another, when people deal fairly with one another, when people show compassion for one another, and when people have a desire to solve all differences in non-violent ways.

(Adapted from Kreidler, W. J. (1990). Elementary perspectives: Teaching concepts of peace and conflict. Cambridge, MA: Educators for Social Responsibility.

APPENDIX D

PEER MEDIATION REPORT

Peer Mediation Report

Date

Mediators

Students Involved in Conflict:

Student 1_____
Grade____Age___M_____F_____

Student 2_____
Grade____Age____M___F__

Type of Conflict:
❑ Classroom ❑ Teasing ❑ Threatening ❑ Name Calling
❑ Rumor ❑ Pushing ❑ Friendship ❑ Property
❑ Other _____

Location of Conflict:
❑ Classroom ❑ Hall ❑ Cafeteria
❑ Bathroom ❑ Playground/Parking Lot ❑ Other

Conflict Resolved? Yes ❑ No ❑

Resolution Suggested (list at least 3 alternatives)

Student 1 agrees to _____ Student 2 agrees to_____
_____ _____
_____ _____
_____ _____

Resolution Chosen By Students 1❑ 2❑ 3❑

APPENDIX E

PEER MEDIATION FOLLOW-UP QUESTIONNAIRE

Directions: Please take a moment to respond to the following questions regarding the Peer Mediation Program for Grades 3 and 4. Your name is not required, but please give your grade level. We look forward to your responses.

1. Do you feel that you know more now about the peace-making process than you did at the beginning of this school year?

   A. Yes
   B. No
   C. Somewhat

2. Have you used the peer mediation you learned in class to help you solve conflicts?

   A. Yes
   B. No
   C. Somewhat

3. Do you feel that the peer mediation techniques used in the school work for you?

   A. Yes
   B. No
   C. Somewhat

4. Was the mediation you attended conducted fairly?

   A. Yes
   B. No
   C. Somewhat

5. Were you satisfied with your peer mediators and how they conducted your session?

   A. Yes
   B. No
   C. Somewhat

6. Do you think that the agreement reached in mediation was fair?

   A. Yes
   B. No
   C. Somewhat

7. Would you recommend mediation to a friend who has problems?

   A. Yes
   B. No
   C. Somewhat

8. Do you think peer mediation in the classroom made a difference in the way you and the other students got along?

   A. Yes
   B. No
   C. Somewhat

9. Overall, how successful would you say your experiences with peer mediation were?

   A. Successful
   B. Partial Successful
   C. Not Successful

10. What did you like about peer mediation and the classroom lesson?

11. What did you not like about peer mediation and the classroom lessons?

12. What are your suggestions for making peer mediation more helpful? We want to hear your ideas.

APPENDIX F

EIGHT CHARACTERISTICS OF GOOD MEDIATOR

Eight Characteristics of a Good Student Mediator

1. Likes to help friends solve problems
2. Is a good listener.
3. Has the.patience to listen to people
4. Keeps information secret.
5. Gets along well with others
6. Cares about other people's feelings.
7. Can calm down angry students.
8. Can listen wtihout taking sides.

APPENDIX G

CITATION

The Commonwealth of Massachusetts

The House of Representatives

Be it hereby known to all that:
The Massachusetts House of Representatives
offers its sincerest congratulations to:

CITYVIEW MAGNET SCHOOL

in recognition of

THE FIRST PEACEBUSTERS CLASS AT CITYVIEW SCHOOL AND THEIR COMMITMENT, DEDICATION, AND SERVICE TO THE IDEALS OF PEER MEDIATION

The entire membership extends its very best wishes
and expresses the hope for future good fortune
and continued success in all endeavors.

Given this 3RD day of MAY 1995
at the State House, Boston, Massachusetts

by: Charles Flaherty

Charles Flaherty
Speaker of The House

Vincent Pedone

VINCENT PEDONE, State Representative

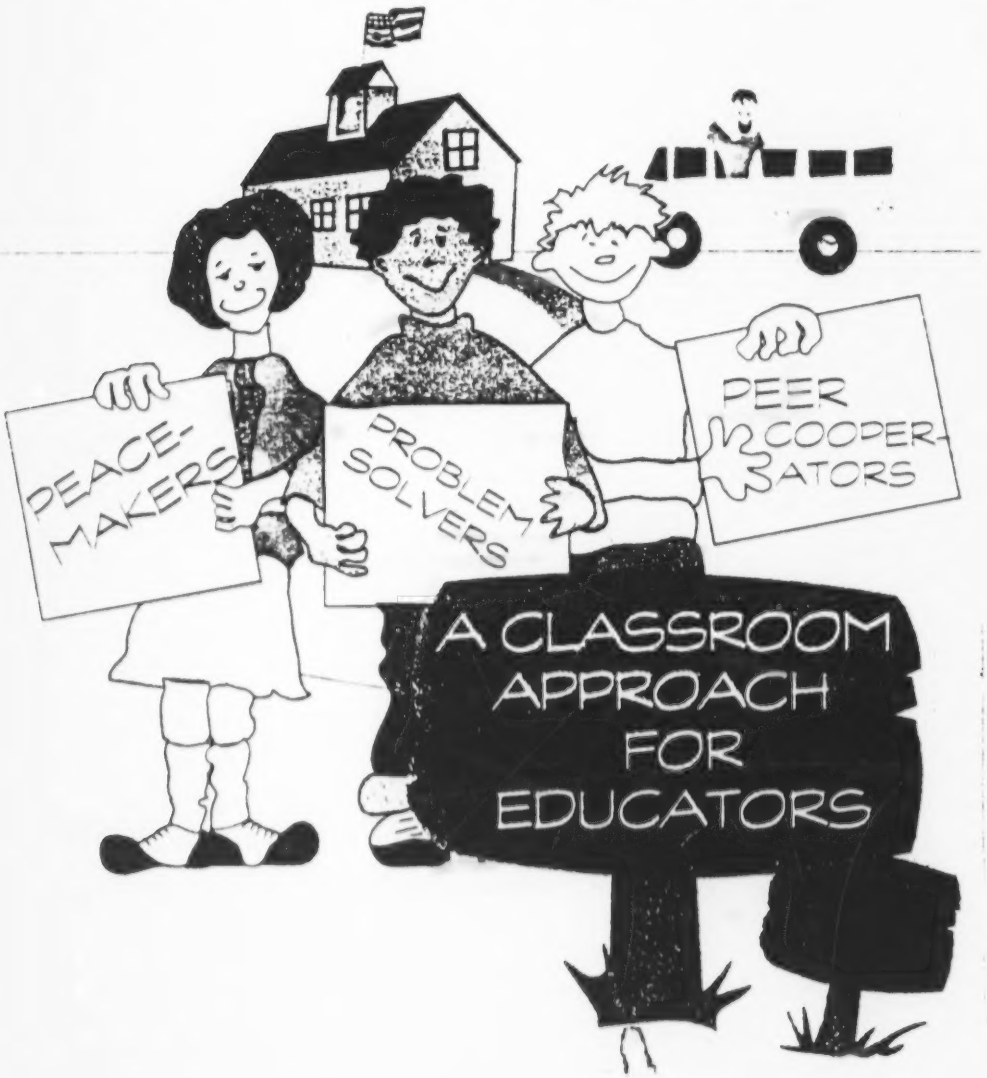
Offered by: Harriette L. Chandler

State Representative
HARRIETTE L. CHANDLER

APPENDIX H

THREE P'S MANUAL (PEACEBUSTERS' MANUAL)

THE THREE P's MANUAL FOR ELEMENTARY SCHOOL PRIMARY GRADES 1-4



The Three P's Manual for Elementary School

Welcome students, teachers and parents to the world of peacemakers, problem solvers and peer cooperators.

The Three P's Manual was designed for students in grades 1 - 4 to learn peaceful methods to solve their own problems with the help of trained classmates, teachers and parents. The goal of this manual is to aid each student in solving problems by talking to others and by agreeing on more than one way to solve the problem.

Can you imagine how different the school day would be !

At recess and at lunch, kids would get along. When the teacher steps out of the room, there would still be cooperation and kindness. Walking in the halls and travelling on the busses would be safe, and peaceful.

Think how great school could be if students help solve their own problems and have their ideas listened to by others.

The Three P's Manual could be the start of your new life as a student who is a peacemaker and a problem-solver.

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Peer Mediation for Elementary School Children

Classroom Format

Developed by Claudia Jean Aitken, School Psychologist

Title: PEACEBUSTERS
For Primary Grades

Directions: The purpose of Peacebusters is to teach the concept of peer mediation to all elementary grades 1-4 before actually implementing a peer mediation team of students. Research suggests that if students understand the concept of problem solving through peer mediation, then all students will buy into the process and make use of the mediation process more readily.

The program originally was designed to teach eight lessons over eight weeks to entire classrooms. From there a group of 18-20 student peer mediators are chosen having been taught the basic principles of the mediation program.

lesson1/week 1

Introduce the word peace and have each class participate in filling out a work sheet with words that relate to peace. Children are encouraged to bring the worksheet home to add new descriptors for the next class session.
time: 30-45 minutes per grade level/class

lesson2/week2

Describe the difference between feelings and actions. Help the class to fill out a worksheet on feelings and the actions that may come from those certain feelings. Instructor can use examples to get the class thinking, and then have the class work in pairs to finish the Feelings Chart.

lesson3/week 3

Act out the three role plays with the class on conflicts; Jack and ther Giant, Little Riding Hood and the Wolf, and Peter Rabbit and Farmer McGreggor. For this session focus not on exploring solutions to the problems, but instead, talk about how to report accurately what you see. How to resolve the situation will come later. Have students fill out the Who, Where, What and How to Solve Chart. Go over their responses, making suggestions and corrections.

lesson4/week 4

Introduce the chart on the 5 rules to follow to solve conflicts. Go over each rule, clarifying and using examples for the class. Have students memorize the rules and offer rewards (candy, tokens) for every child who attempts to recite the rules without looking.

lesson5/week5

Have class view the video on peace mediators. Follow video with discussion and by having each student fill out a peer mediation report form that will be used once peacebusters are chosen and mediation sessions begin.

lesson6/week 6

Review steps to Peer Mediation Dialogue with all students. Distribute the hand-out on student's dialogue, having students work in pairs and practice saying the script aloud. Teacher goes around listening to each pair practice aloud being a peer mediator.

lesson7/week7

Again, use the three role play fairy tales. Act out the conflict scenarios assigning several students in the class to take the parts of the mediator, and the two troubled individuals involved in the situation. This time, after students perform for the rest of the class, allow the entire class to brainstorm solutions and give suggestions.

lesson8/week8

Teachers fill out checklists for those students that they feel would make a good Peacebuster(mediator). Those students who are interested have the opportunity to fill out a similar student checklist. Those students who are chosen must have written parent permission to participate as a Peacebuster. Intensive training for those 18-20 students begins after the selections have been made.

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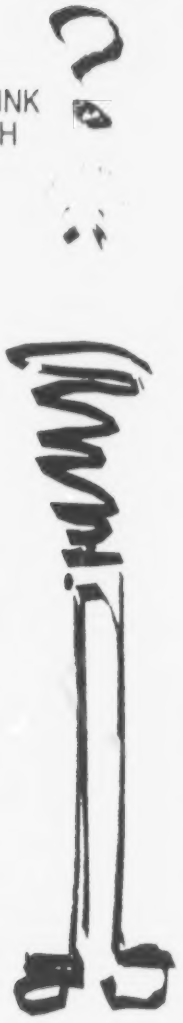
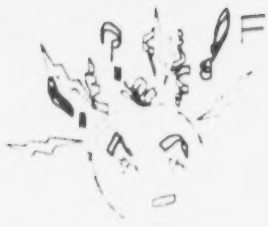
WHAT IS

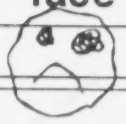
LIST AS MANY TERM AS YOU CAN THINK OF THAT MEAN OR HAVE TO DO WITH PEACE.





FUNNY FEELINGS WE KEEP INSIDE

Sometimes we walk around thinking and feeling stuff that just isn't very fun. Make a list of some of those feelings and draw the face that you think goes with it. Then say how that makes you feel.

feeling	face	how do you feel?
SAD		

lesson 2

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Let's Look At Trouble

Directions: Fill in the boxes below after you watch 3 role play fairy tales.

	TROUBLE	TROUBLE 2	TROUBLE 3
WHO?			
WHERE?			
WHAT?			
HOW TO SOLVE IT?			

lesson 3

Peer Mediation for Elementary School
Claudia Jean Aitken, School Psychologist

Lesson 3 and 7
Role Play #1 - PETER RABBIT and MR. McGREGGOR

Directions: Choose three students from the class to act out this peer mediation scenario as the teacher reads the story to the class aloud.

The rabbit family lived in a apartment just outside of Farmer's McGreggor;s vegetable garden, Mrs. Rabbit had always warned her nine children never to go into the garden because of the farmer's watch dog.

It was Peter Rabbit the oldest, though, who never wanted to listen to his mother's warning. Just like his brothers and sisters, Peter was still afraid of the big dog; but after all he was the fastest bunny in his class, and knew he wouldn't get caught by the ferocious dog. So, thinking about those delicious carrots in the garden, Peter pretended to be sick one day and stayed home from school. After everyone was gone, and mother had left for work, Peter laced up his Air Jordan sneakers, zipped up his Chicago Bulls jacket and pulled his White Sox cap down over his big bunny ears and made tracks for the garden. The farmer's dog was nowhere to be seen, so Peter slipped under the fence, and filled his pockets with carrots, cauliflower and cabbage to snack on. As he pulled the last carrot, the dog began to bark. Farmer McGreggor heard the dog, ran from his house grabbing his garden hoe and took off after Peter. Peter ran for the fence as fast as he could leaving one of his sneakers behind. Diving for a hole under the fence his hat blew off and his jacket caught on the wire fence trapping him. Peter's only way out was to wriggle out of his jacket, leaving it for the dog and angry farmer .

Farmer McGreggor found the sneaker, hat and jacket and recognized they belonged to Peter Rabbit. The farmer called Mrs. Rabbit at work and told her what Peter had done. Peter's mother was very sad and Mr. McGreggor was very angry. Peter was embarrassed but was also angry he had lost his three most valuable possessions.

How could you help Peter and Farmer McGreggor work out this problem so everyone is happy and it never happens again?

Peer Mediation for Elementary School
Claudia Jean Aitken, School Psychologist

Lesson 3 and 7
Role Play #2 - Little Red Riding Hood and the Wolf

Directions: Choose three students to act out the peer mediation scenario while the teacher reads the story aloud.

Little Red Riding Hood was just like any other eight year old girl. She was friendly, talkative and loved to visit her grandmother who owned a small cottage in the woods near bye. Little Red had only one problem, she had no brothers and sisters and because of that sometimes had trouble playing and sharing with other children. Everyone warned her that not sharing would get her in trouble some day, but Little Red never listened.

Nearby, lived a wolf . He was a bad tempered bully, who had learned the only way to get attention was to act tough and pick on people weaker than him. Sometimes he would go to the woods near grandma's house to get away from the teasing of his older brothers.

One day when the wolf was in the woods skipping school and Little Red was passing through on the way to grandma's house, the two met. The wolf tried to bully Little Red into giving him her basket full of homemade goodies. Little Red looking at this skinny, loud-mouthed, meany refused to share her goodies with the wolf even if he said pretty please.

The wolf growled at her and Red yelled back at him and everybody got angrier and angrier. Little Red shoved the wolf and the wolf pushed Little Red causing such a fuss, that Red's grandmother rushed from her house to see what was going on. Not knowing how the trouble started the grandmother offered to help the two solve their problem. She became their peer mediator.

What are some things that grandma could suggest to help the two get along?

Peer Mediation For Elementary School
Cludia Jean Aitken, School Psychologist

Lesson 3 and 7
Role Play #3 - Jack And the Beanstalk

Directions: Choose three children to act out the peer mediation scenario as the teacher reads the story to the class aloud.

Jack and his mother were very poor. She couldn't work because she was very sick and Jack tried to help out as much as he could but sometimes there wasn't even enough money for food. She begged him one day to go to the local market to ask the friendly grocer man for money in return for the last two jars of her homemade jelly. With that money they would buy bread, eggs and milk to last that week. Jack left their third floor apartment and set off for the corner grocery store. When he got there Jack was surprised to see a new store manager who he had never met. The strange manager couldn't give Jack money for the jelly, but instead offered to trade five magic beans for the two jars. Thinking that magic beans could bring better luck, Jack made the trade happily. When he got home however, Jack's mother was very angry, saying he was very foolish to take beans instead of money for food. She threw the five beans out the window into the dumpster below. When Jack awoke the next morning, a giant bean stalk was growing out of the dumpster and past his window. Quietly, as not to wake his mother, Jack climbed out onto the beanstalk and began to pick his way to the top. When he got to the top, Jack saw a giant's golden castle. Sneaking inside the castle he discovered wonderful things, including a singing harp and a goose that laid golden eggs.Jack was poor and he could see that the giant was very rich so he planned to steal the goose and to cut down the stalk before the giant could follow him. The harp who sang only peaceful songs, saw what Jack was about to do and alerted the giant. The giant was very angry, and was going to eat Jack, but the harp stopped him. She was a peaceful harp and knew Jack and the giant could talk about this problem without anybody getting hurt.

What are some of the ways that the peaceful, singing harp could help Jack and the giant to solve this problem?

Rules For Peaceful
Problem Solving

1. **Tell us the problem.**

2. **Look at the problem, not the person.**

3. **Listen without taking sides.**

4. **Treat a person's feelings with respect.**

5. **Admit that you helped cause the problem.**

lesson 4

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peacebuster report form

PEACEBUSTERS 1. _____

DATE _____ 2. _____

STUDENTS INVOLVED

A NAME _____

GRADE ___ AGE ___ M F

B NAME _____

GRADE ___ AGE ___ M F

TYPE OF CONFLICT

- ☐ tease
- ☐ friends
- ☐ fight
- ☐ push
- ☐ name-calling
- ☐ rumor
- ☐ threat
- ☐ stealing
- ☐ other _____

PLACE OF CONFLICT

- ☐ hall
- ☐ lunch
- ☐ classroom
- ☐ playground
- ☐ parking lot
- ☐ bathroom
- ☐ other _____

RESOLUTION AGREED TO...

STUDENT A AGREES TO _____

SIGNATURES

STUDENT A _____

STUDENT B _____

STUDENT B AGREES TO _____

CONFLICT SOLVED? ☐ YES ☐ NO

LESSON 5

peacebusters - documentacion

PEACEBUSTERS 1. _____
FECHA _____ 2. _____

PARTICIPANTES

A NOMBRE _____
GRADO ___ EDAD ___ M F

B NOMBRE _____
GRADO ___ EDAD ___ M F

TIPO DE CONFLICTO

- ☐ bromeando
- ☐ amistad
- ☐ pelea
- ☐ empujiendo
- ☐ insulto
- ☐ rumor
- ☐ amenaza
- ☐ propiedad
- ☐ otro _____

LUGAR DEL CONFLICTO

- ☐ vestibulo
- ☐ cafe
- ☐ clase
- ☐ parque
- ☐ aparcamiento
- ☐ baño
- ☐ otro _____

UNA RESOLUCION ☐ SI ☐ NO

NUESTRO ACUERDO...

ESTUDIANTE A ES DE ACUERDO _____

FIRMAS

ESTUDIANTE A _____

ESTUDIANTE B ES DE ACUERDO _____

ESTUDIANTE B _____

THIS FORM IS CONFIDENTIAL AND SHOULD NOT BE PUT IN A STUDENTS CUMULATIVE FILE

PEACEBUSTERS!

REPORT FORM FOR EARLY GRADES

PEACEBUSTER NAME _____

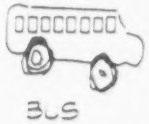
who? _____

grade? 1 2 3

who? _____

grade? 1 2 3

where?



BUS

SWINGS

CLASS

WHY?

TEASING

FIGHTING

STEALING

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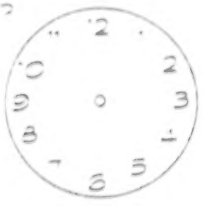
PEACEBUSTERS!

REPORT FORM FOR EARLY GRADES

WHEN?



WILL I BE OK? CIRCLE:

MAD SAD OK

Steps to peer mediation

Each peer counselor should follow these steps

SAY:

1. **Welcome to peer mediation.**
2. **These are the rules:**

   1. NO INTERRUPTIONS
   2. NO NAME CALLING OR PUT- DOWNS
   3. WORK TO FIX THE PROBLEM

3. **Do you agree to follow these rules?**
4. **Tell me your side of the story.**
5. **Repeat what is said and stress that what is said is private (a secret).**
6. **Thank them for sharing and tell them you will see them again.**

So, you think that this student will make a good peacebuster?

Check yes or no to the following:

Do they like to help their friends solve problems?		
Is the student a good listener?		
Does he/she have the patience to listen to people?		
Could he/she keep information a secret?		
Does the student get along well with peers?		
Do they care about other peoples feelings?		
Could the student help calm angry kids?		
Can he/she listen without taking sides?		

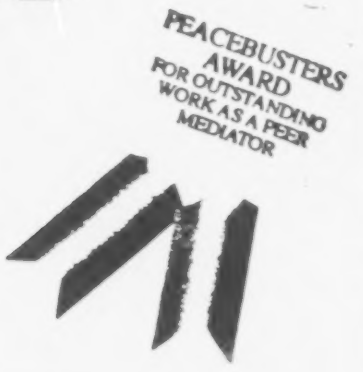
LESSON 8 (teacher)

PEACEBUSTERS

SIGN-IN FORM

PEG	CHILD'S NAME	DATE	TYPE OF CONFLICT	RESOLUTION Y/N

PEACEBUSTER AWARD



_____
School

_____

has served as a peacebuster for the _____ school year, and was a great asset to the school program.

_____ _____
Principals Signature Date

_____
Peer Mediator
Coordinator

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